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A Plan for the Development of a School Farm for Sturgis High School

Wayne C. Gray

A PLAN FOR THE DEVELOPMENT OF A SCHOOL FARM FOR STURGIS HIGH SCHOOL

By

Wayne C. Gray

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ACKNOWLEDGMENT

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INTRODUCTION

This research problem is a study of the development of a plan for the establishment and management of a farm for Sturgis High School. It reviews the function of farms operated by schools from the surrounding states. The writer wishes to find the best way to operate and manage a school farm, and determine if the educational value of operating a farm in connection with the Vocational Agriculture Department is beneficial.

School farms are operated in many high schools throughout the United States. The school farm functions as a laboratory for farm boys to practice the knowledge gained in the classroom and to enrich their education while in high school. Learning experiences are provided by the school farm for some students that might otherwise be deprived of the opportunity of actual farm experience. For many others it will increase their knowledge of the farming business. In addition to the educational value, many school farms provide a revenue for the FFA to sponsor its many projects and activities. The FFA sponsors and participates in many judging contests related to agriculture, educational field trips, and summer recreational tours.

Sturgis, the county seat of Meade County, is located in western South Dakota near the northeastern edge of the Black Hills. The farm income in this locality is derived predominantly from beef cattle production. Hay is the most important crop, while wheat and barley with some corn are also used in rotation systems.

PURPOSE

In 1953 Sturgis High School was first given the opportunity to have a school farm. It was at this time that the writer found it necessary to make this study.

The purpose of this study is to determine the educational value and develop a plan for the establishment, financing, and management of a school farm for Sturgis High School. When these objectives are determined and the advocated procedures meet with the approval of the board of education, the administration, and the agriculture instructor, the farm will be established and operated.

DESIGN OF THE SCHOOL FARM

In July 1953 the United States Government acting by and through the Secretary of Health, Education, and Welfare, released to South Dakota State College 510.55 acres of land to be used for educational purposes. This land formerly was a part of the Fort Meade Military Reservation. Fort Meade no longer existed as a military post: therefore the land was no longer needed and was declared as surplus property. Through this agreement South Dakota State College felt that it would be proper to release part of this land to Sturgis High School for an agriculture farm.

The Dean of Agriculture of South Dakota State College and the writer of this paper met in May 1956 and inspected the land to determine which eighty-acre portion would be best suited for the school farm. It was decided that plots described as: Southwest Quarter of Northwest Quarter, and Northwest Quarter of Southwest Quarter of Section eighteen, Township five North, Range six East of the Black Hills Meridian would best be suited for the location of the farm. (Figure I) It was further agreed that at such time Sturgis High School fails to use the land as an educational device in the teaching of agriculture, the land would revert back to South Dakota State College. Any buildings or improvements

placed upon said plots by Sturgis High School would be appraised and purchased by South Dakota State College if it becomes necessary to revert the land.

PROCEDURE

The writer contacted the state supervisors of vocational agriculture in the states of Nebraska, North Dakota, Wyoming, and South Dakota, and secured each supervisor's permission to send a questionnaire to teachers who had a school farm. (Appendix A). A favorable reply was received from each supervisor. Seventeen schools in these states presently operate farms. Replies were received from fourteen of the schools. The schools with farming operations in surrounding states were chosen to fill out the questionnaire since farming conditions in these states are more likely to be similer to those of South Dakota. A letter of explanations and the questionnaire designed to determine factors necessary to the establishment of a farm along with a return addressed envelope were mailed to the agriculture instructor in each school. (Appendices B and C) The schools used are listed below:

Nebraska

- Bassett
- Harrison
- Loup City
- Minden
- Valley

Wyoming

Douglas

Glenrock

North Dakota

Casselton

Hettinger

LaMoure

Langdon

Maddock

Mohall

Rugby

South Dakota

Bridgewater

Marion

Webster

The findings of this questionnaire with the recommendations of the Sturgis Public Schools Board of Education were used to determine the results of this study.

REVIEW OF LITERATURE

The purpose of vocational education in agriculture is to prepare competent personnel to engage in the production of agricultural commodities. That individual may do so as an owner, tenant, manager, or even a farm laborer. More specifically, the major objectives of vocational agriculture are to:[1]

1. Make a beginning and advance in farming
2. Produce farm commodities efficiently
3. Market farm commodities advantageously
4. Conserve soil and other natural resources
5. Manage a farm business
6. Maintain a favorable environment

The foregoing objectives can be realized through formal education and basic farm-skill experiences.

Quakertown, Pennsylvania[2] operates a school farm. In 1952 the vocational agriculture instructor listed some of the basic farm-skills that the boys learned and practiced on the

1. _____ "Administration of Vocational Education," Vocational Education Bulletin No I., General Series No I. (1948), p. 38.

2. Ray K. Hagenbuch and Rudolph Brannaka, "The Quakertown High School Farm," Agricultural Education Magazine, XXV (December, 1952, p. 132.

school farm. Each week the agriculture students spend about 825 minutes in class work, about half of which is spent at the farm. About half the time spent at the farm is given to development of basic skills. Some of the practices carried on by the boys at the farm are:

1. Cleaning and disinfecting brooder house and adjusting brooders
2. Dressing poultry for market
3. Grading eggs for market and for hatching
4. Housing laying flock
5. Debeaking poultry
6. Pig casteration
7. Cutting needle teeth, iodining navel cord, and ear marking.
8. Fence construction
9. Planting forest tree seedlings
10. Adjusting drills and planters for seeding
11. Repair and construction of farm equipment
12. Concrete work and many others

Successful accomplishments are not always achieved on school farms as is pointed out by the agriculture instructor at Fryeburg, Maine.[1] The farm provides the best means for

1. Andrew B. Welch, "The School Farm as a Training Center," Agricultural Education Magazine, XXV (September, 1952), p. 192.

teaching the approved methods of farming but are not always successful. Practices are tried that sometimes fail, which can also have an educational value. It gives students an opportunity to see that successful practices in some areas will not work in other.

In the state of California, approximately one-third of the high schools have some land for the use of the agriculture department. Some are very elaborate and highly developed while others merely utilize the productivity of the soil. The State Department of Education[1] prepared a bulletin in 1953 listing the functions of the school farm:

1. To provide more satisfactory supervised farming facilities than are available on some students' home farms.
2. To provide supervised farming facilities for those who do not live on a farm.
3. To provide a broad instructional program leading to improved practices in livestock and horticulture.
4. To introduce new enterprises and varieties, and particularly to demonstrate their place and adaptability in types of farming in the area.
5. To provide, under proper supervision, essential training and participating experience in operating, servicing, reconditioning, and storing of farm machinery, including safety practices.

1. _____, The Objectives, Functions, Legality, Plan, and Operations of School-Farm Laboratories in California, p. 3.

6. To make it possible to expidite practices that are difficult to initiate on the home farm.

7. To provide a source of teaching and visual aid materials.

8. To provide a more practical and satisfactory follow-up on jobs done that can be accompliahed in the limited time of a field trip.

9. To provide practical problems in production and record-keeping for classes in farm management.

The bulletin also stated that the expense of maintaining the listed functions at a school-farm laboratory will depend on many factors including the size, and type of land operation. The unit must be primarily established to provide essential facilities for instruction.

The agriculture instructor at Wasco, California[1], believes that a school-farm laboratory supplements classroom teaching. The author of this article points out that laboratories are provided for students in chemistry, physics, and biology to learn by experimentation. Wasco high school operates a 95-acre farm which is owned by the school district and operated by the FFA chapter. The author feels that the school farm serves as a laboratory for the agriculture atudents in that it permits the boys to study first hand the standard crops and crop practices of the community. It permits the establishment of mutual group insurance with 100 percent protection for the boy. Provision is made for

[1]P. D. Spilabury, "A School-Farm Laboratory Supplements Classroom Teaching," Agricultural Education Magazine, XXV (September 1952) p. 66.

boys to learn farm-mechanics skills in building the equipment necessary to carry on livestock projects. It also permits boys to learn to operate and care for farm machinery and thus become successful farm laborers, owners, and operators of farms.

Financing of school farms is handled in many ways. It might be made available through tax support, it may be a gift, or it might be rented. It appears that most school farms are started because of a gift from some individual, firm, or groups of persons. The development of the school farm should follow a carefully planned pattern. In many cases the development will extend over a period of several years. The California Report[1] states that a school farm of proper size, properly managed, and under favorable economic conditions, may show a profit. However, the profit should not be a criterion of its need, of its value, or even success.

In 1946 the superintendent of Visalia, California[2] made a survey which revealed that a large percentage of boys returned to farming after having graduated from

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[1] _____, The Objectives, Functions, Legality, Plan, And Operations of School-Farm Laboratories in California, p. 4.

[2] Bruce F. Jeneen, "Establishment and Organizations of the Visalia School Farm," Agricultural Education Magazine, XXXI (March 1951), p. 197.

high school or after having completed two years of college at a junior college in the same town. The survey made it evident that the high school and college needed a farm laboratory. A board of directors and officers were elected and a committee appointed to work out a project. A 160-acre site was selected and purchased through donations from business men, farmers, and firms. The whole project of planning, procuring, and establishing the school farm at Visalia was a cooperative effort of the community.

In Delano, California[1] a school farm was started during World War II and became a profitable venture for the FFA chapter. The FFA boys did most of the work and at the same time became excellent managers. The farm consisted of 80 acres which was purchased by the FFA. The FFA boys did all the planting of crops but labor had to be hired in summer time since most of the vocational agriculture students were working on their own farms. The farm has always been operated as a commercial farm and must pay its way. At the same time it serves to develop skills in tractor driving, machinery operation, skills in livestock feeding and management.

When does it become necessary to employ a full time

1. C. A. Cazaly, "A High School Farm Operated As A Commercial Unit," Agricultural Education Magazine, XXIII (May 1951), p. 248.

manager? In Pennsylvania[1] a vocational agriculture department received a 750-acre farm as the result of a will. The farm was developed into a local experiment station for the benefit of farmers and students alike. It was not in competition with the state college but worked with the college in an effort to bring new developments important to the local farmers. The author of this article pointed out that it was necessary to hire a full time manager and cautioned that a school farm can become a burden to the vocational agriculture instructor if the farm is too large. If the farm is well planned and managed it can serve as a valuable aid to the teaching of vocational agriculture.

The writer has found in the review of literature that basicly, all schools operating a school farm are designed for the purpose of providing a learning experience for agriculture students. In every case reviewed students either practiced basic skills or saw the development of some new phase of agriculture. Some schools also operate the farms for experimental purposes for the advancement of agriculture in the local community. The review also reveals that the school farm has served in some cases to finance FFA activities. Size of the various farms varies with the function and origin.

1. James P. Bressler, "We Moved Our Classes To The Farm," Agricultural Education Magazine, XX (June 1948), p. 228.

RESULTS OF THE STUDY

Educational Value of Operating a School Farm

Facts regarding some of the things done by the students in schools and opinions of vocational agriculture instructors where school farms are operated are revealed in Table I.

TABLE I. SURVEY OF THE EDUCATIONAL VALUE OF 14 SCHOOL FARMS IN NEBRASKA, NORTH DAKOTA, SOUTH DAKOTA, AND WYOMING

ITEM	OPINION OF INSTRUCTOR AND FACTS OF OPERATION	
	Yes	No
1. Does a school farm take too much of the vocational agriculture teachers time?	6	8
2. Do individual students have the opportunity to carry out projects of their own on the farm?	10	4
3. Does the farm provide an opportunity for students living in town to have a farming program?	10	4
4. Do you feel that the farm has an educational value to the community?	12	2
5. Does the farm give students an opportunity to apply the knowledge the receive in the classroom?	12	2
6. Do students work on the farm during school hours?	6	8
7. Does the farm create a greater enthusiasm among the students taking vocational agriculture?	11	3
8. Does the farm give students experience in farm management?	11	3
9. Can you do a better job of teaching vocational agriculture by having a farm to work with?	12	2
10. Does the school board look upon the farm as an educational aid to the school?	12	2

Question number one reveals that the agriculture teachers are almost equally divided as to the excessive amount of time a school farm takes from the teacher. This division of opinion can no doubt be attributed to the size of the farm and the type of farming operation carried out in the school.

Questions two and three reveal that 71.4 per cent of the school farms allow students to carry farming projects of their own and also allow/ town boys the opportunity to have a farming program. This is a trend away from the old line of thought that a boy must come from a farm before he should be permitted to take agriculture.

Twelve of the instructors felt that the school farm had an educational value to the community. Question number twenty-nine under the management phase reveals that seven of the schools use a "Field Day", to show the operation of the farm. Several of the instructors felt that this day served as an educational value to the entire community.

The school farm can serve as a laboratory for students taking agriculture. Item five indicated that students are given the opportunity to apply the knowledge they learn in the class room. This can prove to be beneficial to those students taking agriculture that might not have the opportunity on their own farm, or if they happen to come from town.

Students working on a school farm during school hours, has always been a debatable question. Is a school using free labor to increase the value and output of the farm, and is the

school exploiting the students' time to the extent that the educational value has been over looked? The question is still debatable as indicated by question six, where less than half of the schools allow the students to work on the farm during school hours. Perhaps it is a question where learning begins and commercialization begins.

Item number seven reveals that the students do have a greater sense of enthusiasm because of the school farm. Any topic that can be approached with enthusiasm will usually produce a richer learning experience.

Are we meeting one of the ultimate goals of teaching agriculture by having a school farm, namely teaching students to manage a farm business? Question number eight of Table I reveals that 78.5 per cent of the instructors in schools surveyed felt that students did receive training in farm management.

Seventy-seven and seven tenths per cent of the agriculture instructors felt that they could do a better job of teaching agriculture by having the school farm. Item ten of the same table indicates that the same per cent of school boards look upon the school farm as an educational aid to the school. Both should be good measures as to the value of the project.

Financing of the School Farm

The second major objective of the study was to determine how school farms are financed, who receives profit from the farm if any is realized, and if any added instructional fee is required to operate the farm. Some of these facts are revealed in Table II.

TABLE II. FINANCIAL ARRANGEMENTS OF THE 14 SCHOOLS SURVEYED THAT OPERATE SCHOOL FARMS.

ITEM	STATEMENTS OF INSTRUCTORS AS TO FINANCIAL ARRANGEMENTS	
	Yes	No
11. Is the farm self-supporting?	11	3
12. If there are profits, are they received by the FFA?	11	3
13. Are any commodities produced and used for the school lunch program?	1	12
14. Are students hired to work on the farm?	1	13
15. Is the farm operated independently from the school?	10	4
16. Does the vocational agriculture instructor receive any additional pay for operating the farm?	0	14

Table II. reveals that most of the farms are self-supporting and are operated by the FFA. Therefore, it appears that the farm is a device for financial support of the FFA. In only one school are students hired to work on the farm. Question

number 20 (Appendix C) under management indicates that no manager is hired, therefore all labor must be done by students during school hours and off school hours, which accounts for the high number of school farms that are self-supporting. Table II. also reveals that in no instance does the vocational agriculture instructor receive any additional pay for operation of the farm. One instructor stated that the farm takes a considerable amount of time, but the interest and enthusiasm of students and community offset the time element completely.

Management of the School Farm

Item seventeen of the questionnaire (Appendix B) revealed that six of the schools maintained legal ownership of the farms while five were owned by the FFA, two were rented and one was owned by the city. This differs from the consistency found in the survey of literature on school farms, where the school almost always was the legal owner of the school farm.

The ever-present possibility of accidents brought to mind the problem of insurance. The study revealed no clear-cut pattern pertaining to acceptance of this responsibility. Students were not insured in six of the schools, the school carried liability insurance in five instances, and in three schools the students were insured by the FFA.

Farm machinery is obtained in many different ways. Question number 19 pointed out that in ten of the fourteen schools, machinery was loaned to the farm by local implement dealers.

In no case is a full-time manager hired for the farm. Only four of the fourteen farms have a complete set of buildings. Seven of the fourteen farms are designed primarily for production, four are designed for experimentation, and three are dual purpose.

Size of farms in this area varied from nine acres to 160 acres with the mean of 41.4 acres. In most cases the farms are completely under cultivation which means that the farms are primarily geared for crop production. Question number 27 revealed that most farms are within one mile of the high school with a few being considerably farther. The mean for the distance from school is 1.9 miles.

Eleven of the instructors felt that is is not advisable to operate the farm for livestock without crop production. Four of the instructors indicated that they didn't advocate the operation of a school farm for crops if livestock was the principal industry of the community.

One half of the schools hold a field day to exhibit to the community the value and accomplishments of the school farm. This no doubt is a good public relations project that helps justify the value of the farm. In all cases the school farm carries out practices that are recommended by the Soil Conservation Service.

PROPOSED PLAN OF MANAGEMENT

The writer met with the Sturgis Board of Education for the purpose of discussing the plan for operation and management of the school farm. This group decided at this meeting that it would be necessary to budget $1000.00 to get the farm in operation. In compliance with the findings of this paper the board of education felt that the farm should be operated and managed stressing the following points:

1. Farm should be used as a laboratory for the students to practice the basic skills of farming.
2. Individual students should have the opportunity to carry out a farming project of their own.
3. Students living in town be given the opportunity to take vocational agriculture and have a farming project on the school farm.
4. The farm be used experimentally, with the cooperation of South Dakota State College to bring new crop varieties and farming methods to the local community.
5. The farm can be used to aid the FFA in financing activities for the development of farm youth.
6. Operation of the school farm should practice and follow recommendations of the Soil Conservation Service.

In agreement with the findings of this study the board of education felt that the vocational agriculture instructor should serve as manager of the school farm and should make periodic reports to the board of education and administration.

The school board also discussed liability of the school

district at this meeting in connection with the use of farm machinery by students while working on the farm. It was agreed that the school district should carry a comprehensive liability policy.

This study reveals that 42.8 per cent of the schools surveyed allow students to work on the farm during school hours. The board of education of Sturgis recommended that students may work on the school farm during school hours providing a learning experience is realized. It will be understood that students hired for labor on the farm, do so only after school hours and on school holidays. It was further suggested that the teacher exercise care in making class assignments on the school farm requiring extended manual labor.

The board of education also recommended that the agriculture teacher should control the types of farming projects carried out on the farm to the extent that other duties of teaching and project visitations would not be neglected.

SUMMARY AND CONCLUSIONS

In this study the writer was interested in determining how a school farm should be established, how it should be financed, managed, and the educational value of such a farm. Schools that operate farms in the states of Nebraska, North Dakota, South Dakota, and Wyoming, were sent questionnaires to find opinions and operating procedures such as: operating, aid in teaching, time spent on the farm, farm management, educational value to the student and community, who accepts responsibility of liability, legal ownership, size of farms, if managers were needed, if farms were designed for production or experimentation, enthusiasm among students taking agriculture, and provision for student participation.

The above objectives were divided into three principal headings: educational value of the school farm, financing of the school farm, and management of the school farm.

In this study the survey of literature indicated that the school farm provides a laboratory for students to learn by doing. The survey indicated that the farm provided a place for individual students to carry out farming projects. The instructors of schools used in the survey felt that the farm had an educational value to the community and students, and that the students were more enthusiastic about their vocational agriculture studies. From the survey it is not

clear if students should work on the farm during school hours.

The writer believes that one of our major objectives of teaching vocational agriculture; teaching farm boys to become efficient managers, is being greatly benefited by having a school farm. Seventy-eight and five tenths per cent of the instructors of the schools surveyed felt that the boys received experience in farm management. The survey indicates that over 75 per cent of the instructors indicated they can do a better job of teaching agriculture and the board of education in each school also felt that the school farm is an educational aid to the school. Educationally it seems sound to assume that the school farm can be beneficial.

The second major objective of this study was to determine how school farms are financed. Schools used in the survey indicated that the majority of the school farms were self-supporting, the farms are operated independently from the school and profits from the farm are received by the FFA. There is no indication that the school district shouldn't assist in the financing of the operation, as the school board of Sturgis wishes to do. The survey indicated that no particular attention was given to liability. The Board of Education of Sturgis Public Schools has indicated that it should be the responsibility of the school district to carry a liability insurance policy. The writer believes that this recommendation should be followed. The Board of

Education has also indicated williness to allow the FFA to use the farm to raise funds to support activities of the organization. The writer feels that it can financially be operated in this manner.

It appears that a farm of eighty acres will not necessitate the hiring of a manager in addition to the agriculture instructor. None of the schools in the survey employ a manager in addition to the agriculture instructor.

The survey revealed that the size of the farms of schools surveyed had a mean of 41.4 acres. The writer believes that the farm proposed for Sturgis High School, which is eighty acres,will be large enough to meet the educational requirements of the students as specified by this study.

The writer also feels that the farm can be established, satisfactorially managed and financed in accordance with the recommendations of the board of education and finding of this study.

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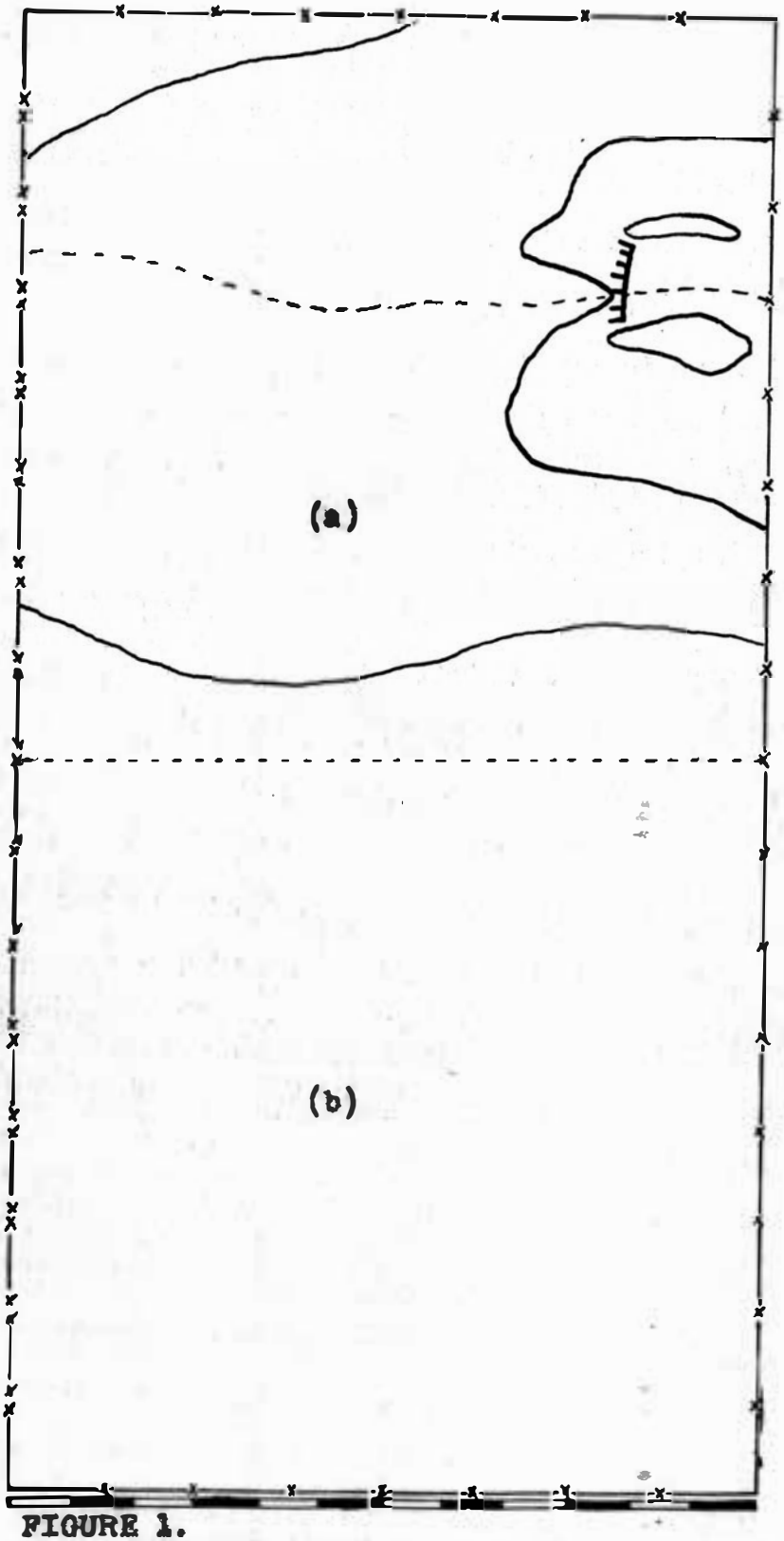

Scale: 12' to 1 Mile.
Contour interval 10'.
---x---x Present 4 wire fence.
---xx---xx Fence to be constructed.
Proposed Dam.
Gravel Road.
(a) ---- SW¼,NW¼, Sec.1
(b) ---- NW¼,SW¼, Sec.1

FIGURE 1.
Topographical Drawing of Land to Be Used For Farm

APPENDIX A

Letter of Transmittal

1818 Fulton Street
Sturgis, S. Dak.
February 3, 1956

Dear State Supervisor:

I am making a study of the feasibility of the establishment of a farm for Sturgis High School. It is necessary to receive information from schools that already have established farms in operation. I will be using this information for a study in graduate work at South Dakota State College.

With your permission I would like to have the names of the schools and the instructors in your state that have such farms in operation. I would like to send the instructor of each school a questionnaire to aid me in this study.

May I take this opportunity to thank you for supplying me with the information asked for.

Sincerely,

Wayne C. Gray
Voc. Ag. Inst.

APPENDIX B

Letter of Transmittal

1818 Fulton Street
Sturgis, S. Dak.
May 1, 1956

Dear Vocational Agriculture Instructor:

May I have a few minutes of your time? Your state supervisor has given me permission to send you the enclosed questionnaire. The results of the questionnaire will be used in a study for graduate work at South Dakota State College.

The questionnaire is designed for schools that have established farms in operation. By the results of your answers and those of other instructors we hope to be able to more efficiently establish a farm for Sturgis High School.

I will appreciate the time you spend on the enclosed questionnaire and returning it to me with the enclosed addressed envelope.

May I take this opportunity to thank you for supplying me with the information asked for.

Sincerely,

Wayne C. Gray
Voc. Ag. Inst.

APPENDIX C

A QUESTIONNAIRE TO SCHOOLS THAT HAVE AN ESTABLISHED FARM.

Educational Value of Operating a School Farm

1. Does a school farm take too much of the vocational agriculture instructor's time?

   Yes_____.

   No _____.

2. Do individual students have the opportunity to carry out projects of their own on the farm?

   Yes_____.

   No _____.

3. Does the farm provide an opportunity for students living in town to have a farming program?

   Yes_____.

   No _____.

4. Do you feel that the farm has an educational value to the community?

   Yes_____.

   No _____.

5. Does the farm give the students the opportunity to apply the knowledge they receive in the classroom?

   Yes_____.

   No _____.

6. Do students work on the farm during school hours?

   Yes_____.

   No _____.

7. Does the farm create a greater enthusiasm among the students taking vocational agriculture?

   Yes_____.

   No _____.

APPENDIX C (continued)

8. Does the farm give students experience in farm management?

Yes_____.

No _____.

9. Can you do a better job of teaching vocational agriculture by having a farm to work with?

Yes_____.

No _____.

10. Does the school board look upon the farm as an educational aid to the school?

Yes_____.

No _____.

Financing of The School Farm.

11. Is the farm self-supporting?

Yes_____.

No _____.

12. If there are profits, are they received by the FFA?

Yes_____.

No _____.

13. Are any commodities produced and used for the school lunch program?

Yes_____.

No _____.

14. Are students hired to work on the farm?

Yes_____.

No _____.

15. Is the farm operated independently from the school?

Yes_____.

No _____.

16. Does the vocational agriculture instructor receive any additional pay for operating the farm?

Yes_____.

No _____.

APPENDIX C (continued)

Management of The School Farm

17. Who maintains legal ownership of the farm property?
school_____.
FFA_____.
city_____.

18. Are students insured by:
school_____.
FFA_____.
students_____.
no insurance carried_____.

19. If farm machinery is used, is it:
Purchased by FFA_____.
purchased by school_____.
furnished by students' parents_____.
loaned by local machinery dealers_____.

20. Is a full-time manager hired for the farm?
Yes_____.
No _____.

21. Are living quarters and a complete set of buildings furnished on the farm?
Yes_____.
No _____.

22. Is the farm designed primarily for production or experimentation?
production_____.
experimentation_____.

23. How many acres are in your school farm?
(acres)_____.

APPENDIX C (continued)

24. Is it difficult to get students to work on the farm in the summer time?

Yes_____.

No _____.

25. How far from school is the farm located?
(number of miles)_____.

26. Do you consider it practical to run a school farm for livestock alone?

Yes_____.

No _____.

27. Is a "Field Day" held to show the community the value of the farm?

Yes_____.

No _____.

28. Are practices carried out that are recommended by the Soil Conservation Service?

Yes_____.

No_____.